

## GRADE PRE-K – 2

### Arizona Health Education Standard

#### **STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Concept 1: Relationship between Health Behaviors and Health

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Identify that healthy behaviors affect personal health and overall well-being.	<i>PO.1 Identify that good sleep patterns positively affect personal health and overall well-being.</i>

Concept 2: Multiple Dimensions of Health

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Recognize what the human body is and what it means to be healthy.	<i>PO.1 Know that health includes a healthy mind and healthy body.</i>

Concept 3: Personal Health

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Describe ways to prevent communicable diseases.	<i>PO.1 Describe appropriate steps to hand washing.</i>

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<p><i>Essential Outcomes:</i></p> <p>PO.2 Identify that foods are classified into food groups and that a variety of food is needed for personal health, growth, and development.</p> <p>PO.3 Identify that physical activity is integral to good health.</p>	<p><i>PO.2 Identify the variety of foods needed to help the individual grow and stay healthy, and that different food groups help the body stay healthy in different ways.</i></p> <p><i>PO.3 List ways to be physically active.</i></p>

Concept 4: Prevention of Injuries and Health Problems

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 List ways to prevent common childhood injuries.	<i>PO.1 List appropriate playground rules.</i>

Concept 5: Use of Health Care

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Describe why it is important to seek health care.	<i>PO.1 Describe reasons why you would go visit a doctor.</i>

**STRAND 2: Analysis of Factors Affecting Health Behaviors**

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Concept 1: External Influences on Personal Health**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Identify how the family influences personal health practices and behaviors.	<i>PO.1 Identify how family meal patterns affect how and what individuals eat.</i>
PO.2 Recognize how culture influences health practices and behaviors.	<i>PO.2 Recognize how culture influences food choices.</i>
PO.3 Recognize how peers can influence healthy and unhealthy behaviors.	<i>PO.3 Recognize how peer meal patterns influence how and what the individual eats.</i>
PO.4 Identify what the school can do to support personal health practices and behaviors.	<i>PO.4 Identify how school meal programs support how and what the individual eats.</i>
PO.5 Describe how the media can influence health behaviors.	<i>PO.5 Describe how the media influences meal patterns and healthy eating.</i>
PO.6 Recognize how technology can influence personal health.	<i>PO.6 Recognize how technology can promote health, e.g., medical testing.</i>

**STRAND 3: Access to Health Information, Products, and Services to Enhance Health**

Students will demonstrate the ability to access valid information, products, and services to enhance health.

**Concept 1: Knowledge of Sources of Help**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Identify trusted adults and professionals who can help promote health.	<i>PO.1 Identify parents, teachers, and school health personnel who can answer health questions.</i>

**Concept 2: Accessing Help**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Identify ways to locate school and community health helpers.	<i>PO.1 Locate the school health office.</i>

**STRAND 4: Use of Interpersonal Communication Skills to Enhance Health**

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Concept 1: Communication to Enhance Health**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Demonstrate healthy ways to express needs, wants, and feelings.	<i>PO.1 Describe ways to join others in a game on the playground.</i>
PO.2 Demonstrate listening skills to enhance health.	<i>PO.2 Describe body language that demonstrates actively listening.</i>

**Concept 2: Self-protection and Dealing with Conflict**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.	<i>PO.1 Demonstrate ways to walk away from a bully.</i>

**Concept 3: Asking for Help**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Demonstrate ways to tell a trusted adult if threatened or harmed.	<i>PO.1 Identify trusted adults at your school.</i>

**STRAND 5: Use of Decision-making Skills to Enhance Health**

Students will demonstrate the ability to use decision-making skills to enhance health.

Concept 1: Influences on Healthy Decision Making – This concept does not apply to this grade level.

Concept 2: Application of Decision-making Skills to Health

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Identify situations when a health-related decision is needed.	<i>PO.1 Identify when you need to wash your hands, such as, after using the restroom.</i>
PO.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	<i>PO.2 Identify when it is necessary to go to the school nurse or call 911 for help.</i>

**STRAND 6: Use of Goal-Setting Skills to Enhance Health**

Students will demonstrate the ability to use goal-setting skills to enhance health.

Concept 1: Assessment of Health – This concept does not apply to this grade level.

Concept 2: Health-related Goal Setting

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Identify a short-term personal health goal and take action toward achieving the goal.  PO.2 Identify who can help when assistance is needed to achieve a personal health goal.	<i>PO.1 Identify times that are good to brush your teeth.</i>  <i>PO.2 Identify how a dentist will help you with your teeth.</i>

**STRAND 7: Ability to Practice Health-Enhancing Behaviors**

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Concept 1: Personal Responsibility for Health – This concept does not apply to this grade level.

Concept 2: Healthy Practices and Behaviors

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.	<i>PO.1 Demonstrate good hand washing techniques.</i>
PO.2 Demonstrate behaviors that avoid or reduce health risks.	<i>PO.2 Demonstrate techniques for proper hand washing to reduce germs.</i>



**STRAND 8: Ability to Advocate for Health**

Students will demonstrate the ability to advocate for personal, family, and community health.

**Concept 1: Personal Advocacy**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
<i>Essential Outcomes:</i>	
PO.1 Make requests to promote personal health. PO.2 Encourage family and peers to make positive health choices.	<i>PO.1 Identify safety rules for personal health.</i> <i>PO.2 List items for a healthy family meal.</i>